

D1.3 Piloting Report – Italy

- FINAL -

Final Version (EURIDIT)

February 2015

1. GENERAL DATA

The Q4i project, which started in December 2012, aims to develop, test and mainstream a quality development approach for schools that includes a strong commitment to innovation and that is based on the participation of all key stakeholders: students, teachers and parents, employers and representatives of local community. EURIDIT is

In Italia, the piloting process included 5 Workshops divided in 3 Phases:

1. Definition phase: Self-Assessment, defining goals and improvement opportunities
2. Achievement phase: Sharing experiences and support to innovation processes
3. Evaluation phase: appreciating achievements

EURIDIT invited 15 schools to participate in piloting phase. 5 schools have answered to our invitation and we had a first meeting to illustrate all the aspects of the piloting process.

5 schools decided to be involved in the process. These are:

IPSSCTS FALCK - ISTITUTO PROFESSIONALE STATELE PER IL COMMERCIO TURISMO E SERVIZI-

www.ipfalck.gov.it via Balilla 50 Sesto San Giovanni

LUCIA PACINI luciapacini@tiscali.it Director

The Institute is engaged in the language laboratory, computer, technology for many years.

I.C. NAZARIO SAURO - Istituto comprensivo di scuola materna ,elementare e media inferiore-

www.icsauro-Brugherio.it via Sauro 135 Brugherio (MI)

LUCIA PACINI luciapacini@tiscali.it Director

The Institute has for many years laboratory tech computer

ITS TURISMO “GENTILESCHI” Istituto Tecnico Superiore per il Turismo

www.gentileschi.mi.it via Giulio Natta 11 Milano

AUGUSTINE HONEY mieleago@gmail.com Director

The Institute for the role it plays, it features a large language lab and computer with teachers constantly updated.

IC ST. DELEBIO- Istituto Comprensivo di scuola materna elementare e media inferiore-

www.icdelbio@tiscali.it via San Giovanni Bosco 5 Delebio (SO)

PAOLA SALOMONI soic81300@istruzione.it Director

Institute has an excellent language lab and computer

2. PLANNING REPORT OF SCHOOL ACTIVITY

General Considerations:

Definition phase consisted in the following steps:

- interviewing the school staff (management and CEAC Responsible) to discover the needs and problems of the school as well as its resources;
- filling in the Self-Assessment Questionnaire (SAQ)-
- EURIDIT experts offered support to school staff in order to define and to develop specific Q&I objectives, considering the school context, and including all the 6 Areas of change of the Q4i Model.
- At the end of the workshop, all the aspects of the piloting process have been explained in detail and each school developed an Action Plan.

Planning for the assessment of the objectives achievement:

In order to assess the progress in meeting the stated goals, EURIDIT held monitoring sessions at schools' headquarters. The monitoring sessions consisted in discussions with school' principal and teachers involved in developing the Action Plan.

3. IMPLEMENTATION AND ASSESSMENT REPORT OF SCHOOL ACTIVITY

A. Characteristics

Educational ideal is the formation and integral development of the pupil's personality. Achieving this ideal can't be conceived without a strong link between the three pillars that underpin the quality of lifelong learning. These pillars are: **school, family, community** - three main sources for the development and education of pupil's personality.

In the first meeting EURIDIT experts presented the project to the School Principal and to the school team. (1 month)

B. Implementation & C. Assessment:

- Difficulties or problems:

The participation of teachers in the initial training phase (on a voluntary basis) was under the expectation in terms of numbers. It is worth saying however that the schools participating in

the project are all very active and innovative institutions, where teachers are busy with several activities and projects.

Another weakness identified is the fact that it was necessary to pay someone from outside to carry out specific learning activities (namely the use of media). The idea is that it would be better from an organisational and economic viewpoint for the school to be able to generate such competences from inside, instead of "outsource" some activities. As above, it is true however that the involvement of an external expert who get in contact with the students produced great effect at the pedagogical level.

- Amendments the original planning:

The schools who developed a short term Action plan have been very productive, with a very clear and transparent structure, and that can be measured quite easily.

This approach help them to get used working with action plans and to establish other actions with a longer term.

- Suggestions for improvement:

The initiative it is transfearable to other educational activities: vocational training, adult education, pre-university education.

It is quite possible to replicate this experience in other regions/countries where drop out rates are hight and in schools that are concerned with the motivation of student looking for ways other than the traditional ones to teach.

D. Development and integration into school life:

The experiece had a strong "orienting" value, helping students in better understanding their territory and appreciate it and the possibility it can offer for their future, hereby re-valuing the role of school and attaching meaning to it in the overall life experience of the students. Furthermore the experience has conveyed the idea that school can help in learning and acquiring competences which are valuable for the future while being also an amusing and involving experience.

4. SELF ASSESSMENT QUESTIONNAIRE

Five out of the five participant schools filled in the SAQ and all participant schools filled in the SAQ during face-to-face meetings with EURIDIT experts.

EURIDIT has sent all necessary information to the project partner.

5. ANNEX 1. SUPPORT TABLES – TABLE 3. IMPROVEMENTS, ENGINES AND SCOPES)

General Considerations:

IMPROVEMENTS; ENGINES AND SCOPES

	IMPROVEMENT	ENGINES OF CHANGE ¹	SCOPE ² (WHERE THE IMPROVEMENT WILL TAKE PLACE)	TARGET GROUP / EDUCATIONAL LEVEL
IPSSCTS FALCK -				
1	Implementing a cross-curricular project at a whole school level	CREATE	ADCM, ACOM	Pupils – Reception, Foundation Stage, Junior and Senior School
2	Development of Key competences (linguistic, mathematical, artistic, kinaesthetic, interpersonal awareness)	COMP	APFO	Pupils – Elementary school
I.C. NAZARIO SAURO				
3	Smooth transition from Elementary school to Junior High school	CREATE	AOFU, ACOM	Pupils – Elementary and Junior High School
ITS TURISMO “GENTILESCHI”				
4	Promotion of touristic values in national and European space	CREATE	ADCM	Pupils – High school Teachers
5	An alternative and more interesting use of schoolbooks and historical sources in teaching history.	ICT	ADCM AOFU	Pupils –High School
IC ST. DELEBIO				
6	Learning about basic components of other cultures	CULT	ADCM	Pupils – Elementary school

7	Diversifying the curriculum through involvement of pupils in extracurricular activities	CREATE	ADCM	Pupils – Elementary school
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Note:

¹ ENGINES OF CHANGE: COMP = Key Competences; ICT = Information & Communication Technologies; CREATE = Creativity & Innovation; CULT = Intercultural Learning Skills

² SCOPE (WHERE THE IMPROVEMENT WILL TAKE PLACE): ADCM: Curriculum Development & Methodology; AOFU: Organisational & Operating; ACOM: Community; APFO: Professional Development & Training

As of 2013, the Piano LIM is the main measure supporting the equipment of classrooms with ICT, namely interactive whiteboards. (A new law, the Crescita 2.0 decree, may lead to the diffusion of e-readers and tablets from 2014-15 on.) A big limitation of the Piano LIM so far lies in its slow pace. In 2012, 22% of Italian classrooms (at most) were equipped with interactive whiteboards – an increase by 17 percentage points since 2010. But at the current pace, it would take over 10 years to equip 80% of Italian classrooms – that is, to reach the current level of equipment of the United Kingdom. This has led to a patchy presence of equipment within Italian schools that creates discontinuities in teachers' experience of ICT in teaching, limits their opportunities for learning and thus reduces their ability to unleash the full pedagogic potential of technology.

It is crucial to speed up the equipment process so that ICT enters most classrooms and that the use of ICT leads to peer and informal learning among teachers. This could be done in two ways: 1) use matched funding schemes to support school equipment: this would incentivise schools and regions to look for extra funding to equip classrooms; 2) open the plan to other technologies than interactive whiteboards and incentivise schools to develop school-wide equipment plans: for example, visualisers and projectors, in combination with a classroom computer, may offer most of the pedagogic functionalities of interactive whiteboards actually used by teachers at a lower cost.

The mainstreaming of ICT in school also depends on teachers' learning and training opportunities as well as on the availability of a sufficient number of digital pedagogic resources. As the plan reaches beyond the early adopters, teachers will need more and more support to integrate the use of technology in their teaching practice. Otherwise the ICT equipment may not be used.

All schools involved in the analysis revealed the presence of foreigner's pupils and showed the presence of inclusion practices and attention to intercultural learning.

Others main results: awareness of the need to be monitored to assess the teaching activity.

6. ANNEX 1. SUPPORT TABLES – TABLE 3. DESCRIPTION AND IMPROVEMENTS PLANNING)

General Considerations:

DESCRIPTION AND IMPROVEMENTS PLANNING

	IMPROVEMENTS	OBJECTIVES	TASKS / ACTIVITIES	RESOURCES	METHODOLOGY	SCHEDULE	ASSESSMENT
1	Implementing a cross-curricular project at a whole school level	Development of non-formal teaching in preparatory class	Building an educational theatre team	Decors theatrical costumes	- Recording new vocabulary words - Observing easiness in oral speech	May 2014	Finalized. Will be continued in the next school year
2	Development of Key competences (linguistic, mathematical, artistic, kinaesthetic, interpersonal awareness)	Making of the School Magazine "Soul of an elf"	camera recorder office supplies IT equipment	- publication of pupils written articles, stories and pictures from extracurricular	June 2014	5 publications edited so far. Will be continued – one school magazine	Making of the School Magazine "Soul of an elf"
3	Smooth transition from Elementary school to Junior High school	Involvement of students, teachers and local community in identifying local environmental problems and finding solutions to solve them	social responsibility Energy saving Ecologic Household Model Forest Month	Recyclable materials Presentations held by pupils and teachers IT equipment	Each pupils patrol makes a model of an ecological household, using recyclable materials Participant pupils in the competition will plant trees in deforested areas in their community.	School year 2013-2014	Finalized – 3 social responsibility actions. Will be continued in the next school year with more actions

4	Promotion of scientific values in national and European level	Increase the number of pupils who perform and register projects for Summer Camp organized in „Excellence in Education” Festival	Developing thematic projects by pupils	Office supplies Handmade products Manufacturing materials	Involvement of teachers in encouraging the pupils to participate with projects in the Festival	May 2014	Finalized. Will be continued in the next school year
5	An alternative and more interesting use of schoolbooks and historical sources in teaching history.						
6	Learning about basic components of other cultures	Extending partnerships with parents	Involvement of parents in educational and extracurricular activities	School's extracurricular offer Parents available to participate in school activities	Awareness sessions held with parents	December 2015	In progress
7	Diversifying the curriculum through involvement of pupils in extracurricular activities	Increasing awareness of pupils on the importance of waste management	Involvement of pupils in the project "Ecoattitudine", by participating to Ecology class"	Educational materials provided by the project „Ecoattitudine” Human resources	Information, education and awareness campaign for pupils	October 2014	In progress for the school year 2014-2015

The Italian plan can also be characterised as a strategy that builds on existing teacher demand, and develops further demand for classroom technology and for support in using ICT in classroom. The plan

indeed largely relies on volunteer schools and teachers to lead the change. In the case of the IWB initiative,

schools have to request and eventually buy the equipment themselves, and teachers have to undergo some training towards the use of the interactive whiteboard. The risk that the newly bought equipment accumulates dust in the schools' cupboards is thereby reduced to a minimum. In the context of scarce

resources, of considerable uncertainty about teachers' appetite for change, and with limited demand from the public in the initial stages of the plan, such a bottom-up approach is certainly welcome.

The fact that additional funds, from local authorities and from non-profit private sector organisations, are now aligned with the class-centred approach of the national plan testifies to the well-accepted nature of the plan itself: the initial investment has awakened a dormant school demand for more classroom technology.

From 2014 on, the e-book policy will allow and incentivise all teachers to accommodate technology in their classrooms. This may mark a new course in this respect: it will be important to prepare teachers for this change to avoid generating resistance to further classroom technologies.

7 ANNEX 1. SUPPORT TABLES – TABLE 4. FOLLOW UP SHEET FOR THE IMPROVEMENT ACTIVITIES

IPSSCTS FALCK		IMPROVEMENT																			
CHANGE ENGINE ¹		CREATE										SCOPE ² ADCM									
SELF-ASSESSMENT INDICATORS OF THE ACTIVITY																					
Implementation degree		This indicator values if the improvement is implemented, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report.																			
		No evidences or non-sinificant					Some evidences					Clear evidences of implementation					Many / global evidences				
Result		5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
Impact reached		This indicator seeks to determine whether the improvement that has been implemented has been viable, if it really has fulfilled the objectives and if the impact on the school's real. It is understood that there is always maximum impact we can improve our results in up to 20% over the data point.																			
		No evidences or non-sinificant					Some evidences					Clear evidences of implementation					Many / global evidences				
Result		5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100

BARRIERS

SCOPE²	ADCM
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SELF-ASSESSMENT INDICATORS OF THE ACTIVITY

BARRIERS

SCOPE²	ADCM
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SELF-ASSESSMENT INDICATORS OF THE ACTIVITY

Many / global evidences

Result		5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
SUCCESS FACTORS												BARRIERS									

IC ST. DELEBIO		IMPROVEMENT																			
CHANGE ENGINE ¹		CREATE										SCOPE ²					ADCM				
SELF-ASSESSMENT INDICATORS OF THE ACTIVITY																					
Implementation degree		This indicator values if the improvement is implemented, if the planning is finished, if the involvement of people has been adequate and if the reports were prepared for deployment progress report and the final report.																			
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		No evidences or non-sinificant					Some evidences					Clear evidences of implementation					Many / global evidences				
Result		5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
SUCCESS FACTORS												BARRIERS									

NBote:

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Despite its strengths, the plan for digital schools faces several challenges. The slow diffusion of ICT equipment in classrooms is the main threat to its success. Deep system-wide changes in pedagogy, time use, and school organisation could occur spontaneously once a critical mass of Italian classrooms and schools is equipped with classroom technology. However, at the current pace, such change still appears beyond reach.

Rather than lack of demand, the slow diffusion of interactive whiteboards (or ICT more generally) comes from the limited budget of the plan. If possible, we suggest to raise the budget devoted to the plan.

Given current budgetary constraints, this may not be possible, and several features of the plan could be revised to attract additional funding and accelerate ICT uptake within the current budgetary envelope. As the use of ICT in school depends on teachers' learning and training opportunities as well as on the availability of a sufficient number of digital pedagogic resources, we also make suggestions to address these dimensions of the plan.

Recommendations:

ICT infrastructure programme

- *Speed up the uptake of ICT in schools and classrooms by increasing the budget of the Piano LIM and redesigning some of its dimensions.. Generalise matched funding designs to attract external funding from regions, foundations and schools. Open the plan to other, cheaper classroom technology chosen by schools, e.g.a kit composed by a classroom computer, visualiser and projector.*

Digital learning resources

- *Develop INDIRE digital resources into a central, virtual exchange platform for teachers. Translate high-quality open educational resources (OERs) available in other languages and adapt them to the Italian context and curriculum. Organise the resource banks for teachers starting from teachers' needs*

(i.e.from the current textbooks in use or from curriculum guidelines). Encourage teachers and institutions to develop and share OERs by establishing quality assurance and reputation mechanisms with social network features and awards. Embed the use of resource banks and OERs in subjectspecific training materials for teachers.

Training and professional development

- *Give schools a flexible training entitlement. Schools could then use their collective entitlement not only to fund the participation of individual teachers in externally organised programmes, but also more flexibly to hire external trainers for whole-school training, to fund teaching release time for their most skilled teachers to provide year-round, school-based training. Provide school principals and teachers with training and guidance on how to develop a professional development project tailored to local needs and on how to create space for informal sharing and learning among teachers.*
- *Institute and support teacher awards and innovation fairs about pedagogical uses of ICT to facilitate knowledge sharing beyond the school unit. Create regional networks of teachers who can support colleagues in integrating ICT in their pedagogy (ICT champions).*

Monitoring and evaluation

- Set operational targets, milestones for programme completion, and metrics for success. Possible targets could be to equip 80% of classrooms with ICT by 2014-15, to make a certain number of new open digital resources available on the new virtual exchange platform, to have a number of visitors of the platform, etc.

1. WORKSHOPS & MEETINGS

Required Inputs from Piloting Partners:

During the project took place:

5 coordination meeting between headmasters end 4QI coordinator,

5 project presentations only for teachers

5 dissemination events in each school with majors stakeholders (municipality, parents, local TV)

The list of participants and photo are available in school database.